Spring 2013 CRT-Alt Administration Individualizing Materials

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1

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Welcome

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About This Training

This training is intended to give a broad overview of the CRT Alternate. Other training materials are available on OPI website, http://opi.mt.gov/curriculum/MontCAS/

Also, please refer the CRT Alternate Administration Manual for the most complete information.

Finally, do not hesitate to use the contact information provided to ask questions.

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Reminders for 2013

All testing materials, CRT and CRT-Alternate, will be again included in one shipment.

The test security agreements for system test coordinators and school principals/authorized representatives will be online.

Return of CRT-Alternate envelopes:

The Tyvek envelopes must be sent to the system test coordinator who will ship them with other materials.

Preparing and Presenting Test Materials:

Test administrators must cut apart all student response choices (found in the Test Materials Kit and also listed in the "Materials" column of the CRT-Alternate Test Booklet) prior to test administration.

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Important Dates

Dates	Events
Feb. 1-8	System Test Coordinators download and print CRT-Alternate Test Administration Manual and Test Booklets and distribute to Test Administrators
Feb. 8-18	CRT-Alternate Test Material Kits, Return Materials (including white plastic envelopes for returning testing materials) and Training CDs arrive to System Test Coordinators to disseminate to teachers
March 28	Last day to ship CRT-Alternate test (and CRT) materials to Measured Progress

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Important dates

Dates	Events
Feb. 1-18	Systems provide local CRT-Alternate administration training
Feb. 19-25	**Recommended window for CRT-Alternate Test Administrators to receive training and prepare materials**
Feb. 19-March 26	**CRT-Alternate Testing Window**
March 28	Last day to ship CRT-Alternate test (and CRT) materials to Measured Progress

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Eligibility for the CRT-Alternate

The **CRT-Alternate Assessment** was designed for students who are unable to participate in the regular CRT, even with accommodations.

Only IDEA-eligible students with significant cognitive disabilities are eligible to participate in the CRT-Alternate.

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Eligibility Questions

1. Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?

2. Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?

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Eligibility Questions continued

3. Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?

4. Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?

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Participation Decisions

If you answer "NO" to <u>any</u> of the four questions, the student must participate in the regular CRT. If ALL answers are "YES," the student is eligible to take the alternate and considered to be a student with a significant cognitive disability. This eligibility needs to be included in an IEP.

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Who Should Administer the CRT-Alt?

o Special education teacher

OR

o Someone who is certified and has worked extensively with the student

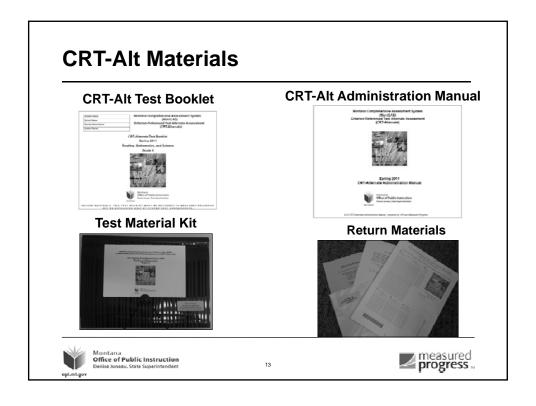Note: Another person may assist with the administration

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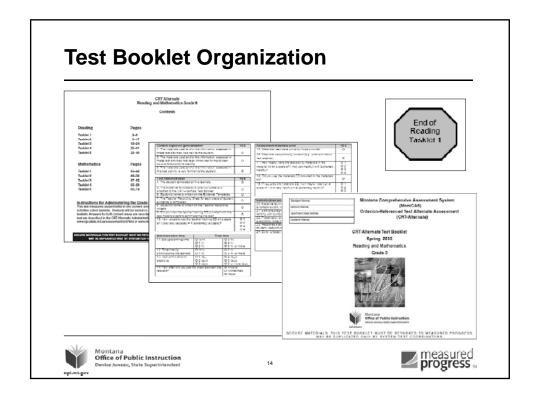Denise Juneau, State Superintendent
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About the test

o Test items are aligned with Montana curriculum standards in Math, Reading, and Science
o Standards have been expanded to encompass skills that lead to the development of grade level standards
o Standards and Expanded Benchmarks documents are available online at: http://www.opi.mt.gov/assessment/

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CRT-Alt Materials

CRT-Alt Test Booklet

CRT-Alt Administration Manual

Test Material Kit

Return Materials

13

Test Booklet Organization

14

Assessment Format

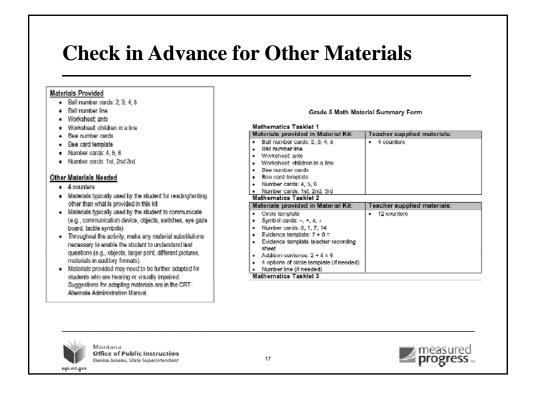| Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials the teacher needs to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed. Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators came from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced in the Expanded Benchmarks document are also identified in this column.

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Test Materials

Materials

2.
- Picture cards:
  - man
  - hat
  - horse
  - dog

Communication support strategies:
- Student may look at/point to task materials to express a choice.
- Request may be rephrased to require yes/no response (e.g., point to a picture card and ask *"Is this the dog?"*).
- Student may tell teacher to "stop" at desired response as teacher sequentially points to each item.

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Check in Advance for Other Materials

Materials Provided
- Ball number cards: 2, 3, 4, 5
- Ball number line
- Worksheet: ants
- Worksheet: children in a line
- Bee number cards
- Bee card template
- Number cards: 4, 5, 6
- Number cards: 1st, 2nd 3rd

Other Materials Needed
- 4 counters
- Materials typically used by the student for reading/writing other than what is provided in this kit
- Materials typically used by the student to communicate (e.g., communication device, objects, switches, eye gaze board, tactile symbols)
- Throughout the activity, make any material substitutions necessary to enable the student to understand test questions (e.g., objects, larger print, different pictures, materials in auditory formats).
- Materials provided may need to be further adapted for students who are hearing or visually impaired. Suggestions for adapting materials are in the CRT-Alternate Administration Manual.

Grade 5 Math Material Summary Form

Mathematics Tasklet 1

Materials provided in Material Kit:	Teacher supplied materials:
• Ball number cards: 2, 3, 4, 5 • Ball number line • Worksheet: ants • Worksheet: children in a line • Bee number cards • Bee card template • Number cards: 4, 5, 6 • Number cards: 1st, 2nd, 3rd	• 4 counters

Mathematics Tasklet 2

Materials provided in Material Kit:	Teacher supplied materials:
• Circle template • Symbol cards: –, +, x, ÷ • Number cards: 0, 1, 7, 14 • Evidence template: 7 + 0 = • Evidence template teacher recording sheet • Addition sentence: 2 + 4 = 6 • 4 options of circle template (if needed) • Number line (if needed)	• 12 counters

Mathematics Tasklet 3

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Strategies for Organizing Materials

- o Schedule prep time (substitute, time to work with other test administrators)
- o Test booklet in binder, to allow for easy flipping from page to page (single sided)
- o Materials in individuals folders, or single folder with divider, sequenced by item
- o Use of another person to "hand" materials to test administrator
- o Maintain files of materials from year to year
- o Others???

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Activity Steps, Teacher will:

Activity Steps Teacher will:
2. Display the picture cards on the work space in front of the student. Do not describe them.
"Show me the dog."
Scaffold: Level 3: Remove the incorrect response. Repeat the request. Level 2: Remove another incorrect response. Repeat the request. Level 1: Say, *"This is the dog. Show me the dog."* Assist student as needed to identify dog.

o Describes how to prepare for and introduce test item

o Provides script for the questions

o Provides script for scaffolding

o Language may be modified

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Strategies to Help With the Scripted Implementation:

○ Review scripting in advance

○ Write notes about language/materials substitutions in test booklet

○ Practice sequencing with peer who is also administering the test

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Student Work, Student Will:

Student Work Student will:
2. Identify "dog."

○ Identifies the expected student response

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Performance Indicators

Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
2. Locates a picture/ symbol/object when named or signed.
○   ○   ○   ○   ○   4   3   2   1   0
Performance Indicator: 1.1.3.3
Expanded Benchmark: 1.1.3.3

- The performance indicator describes the specific skill that is being assessed by a test item.
- A complete list of performance indicators are in the Expanded Benchmarks documents described previously.
- Performance Indicators for each grade and content area are released online every year.
- Scoring rubric

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Scoring

Montana Alternate Assessment Scoring Guide

Performance (independence and accuracy)
Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes
- Except for introductory items, each item is scored using the rubric above
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items

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Scaffolding → Scoring

"You will put your name on this worksheet. Which of these is your name?"

Assist the student to write his/her name on the worksheet.

Scaffold:
Level 3: Remove one incorrect name. Repeat question.
Level 2: Remove another incorrect name. Repeat question.
Level 1: Remove another incorrect name. *"Here is your name. Show me your name."* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently
- Proceed through scaffolding sequentially
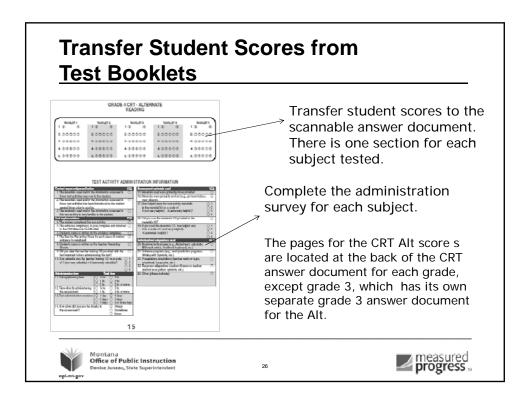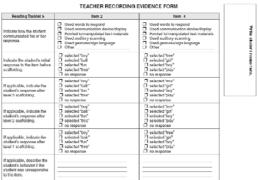- Score response based on level of assistance provided

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Introductory Items

Student Work Student will:	Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
1. Attend to the reading materials.	1. Attends to literacy materials. ○ 4 ○ 0

- Introductory items are scored on a different scale
- They are always the first item of each tasklet

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Transfer Student Scores from Test Booklets

Transfer student scores to the scannable answer document. There is one section for each subject tested.

Complete the administration survey for each subject.

The pages for the CRT Alt score s are located at the back of the CRT answer document for each grade, except grade 3, which has its own separate grade 3 answer document for the Alt.

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Teacher Recording Evidence Form

- Record Student's response as the item is administered
- Fill out for each item that requires student evidence
- Magnifying glass icon flags items that require evidence

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Teacher Questionnaire

- Yellow Questionnaire from CRT-Alternate Student Kit
- Answer questions using bubbles 21, 22, and 23 on page for "State Use Only" in student's Answer Booklet

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Dealing with Student Resistance

- Prevention strategies:
  - Frequent breaks
  - Short test periods
  - Scaffolding to support students when they need assistance

- Scoring:
  - Active resistance is scored as a "0" for inconclusive
  - If there are 3 consecutive "0" score, stop the administration of the test
  - Resume test at another time, following the scoring rule procedures for halting on the next slide and in the CRT-Alternate Administration Manual

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Scoring Rule for All Grades & Content Areas

- When the test is resumed at a different time, re-administer the final 3 items on which the student scored a "0"
- If the student again scores a "0" on 3 consecutive items, halt test administration
- If student scores anything other than a "0", continue testing as before
- If 3 consecutive "0"s are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet

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CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond
- Test administrator must carefully examine the tasks *in advance* and make necessary adaptations for individual test takers

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Review the test with each individual student in mind, analyzing…

- Student's communication skills
  - How student *receives* information
  - How student *expresses* information
- Task demands
  - Format of question
  - Format of materials provided
  - Response required of student

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Communication Supports

- What system does the student use to communicate on a daily basis?

- Customize THIS system to the demands of the assessment

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Analyze Communication Demands

- What vocabulary must be available to provide appropriate options for the EACH STEP of the task?
- Create displays that are consistent with student's discrimination skills.

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Beyond the individual test items…

- Consider messages that might be needed throughout the test
  - I need help
  - I don't understand
  - Please repeat
  - Can we take a break?
  - Yes/No
- Consider having a display accessible to student throughout the test
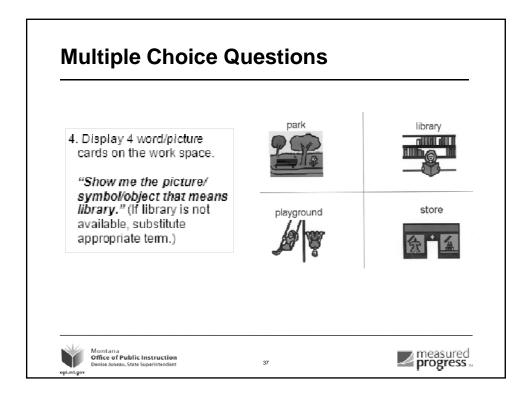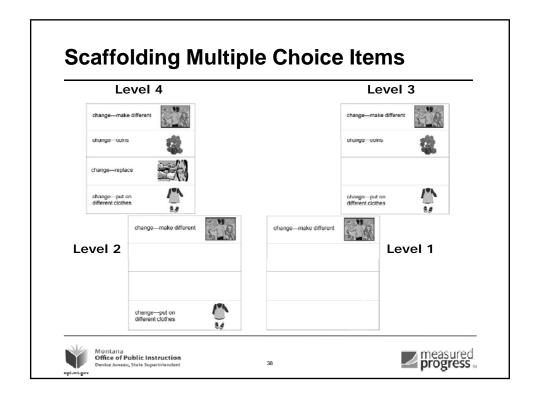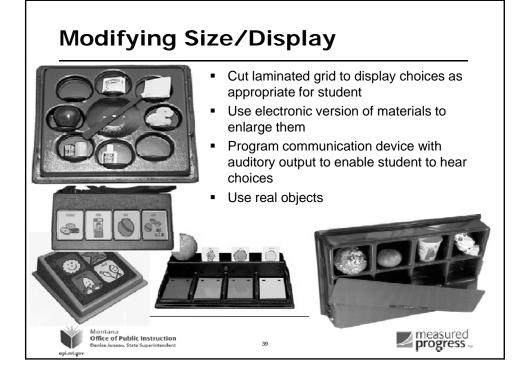
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Analysis of Test Demands

- Format of question
  - Multiple-choice
  - Yes/No
  - Open-ended
- Task materials provided
  - Is reading involved?
  - Is manipulation of materials required
  - Will the format of the materials work for the student?
- Response required of student
  - Does student have to "say" something
  - Does student have to "do" something

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Modifying Size/Display

- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects

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Item Response: Your Analysis

- Can student make pointing response required of item?

o If no, adapt the response required

- Select display that allows for alternative inputs
- Teacher presents options in scanning format
- Adapt question to require yes/no response
- Present responses in auditory format that student can "stop" with reliable motor response

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Yes/No Response Format

- Shift motor demands to the teacher
- *"Let me show you the choices. Will this keep Jan warm?"*

5. Place the book and the word/picture symbols on the work space. Review the word/picture symbols and describe the items with the student.

"What will Jan pack to keep her warm at night?"

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Student "Stops" Scanning Display

- Teacher points to each picture in sequence
- Student directs teacher to "stop" when the teacher points to the correct response

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Items Requiring Performance

3. Display literary materials on the work space and encourage the students to explore them. Observe correct manipulation of literacy materials.

"Show me how you use this."

Communication Support Strategies:
- Student may look at/point to materials to express response OR
- If the student is unable to manipulate the test materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., *"Is the book in the correct position? Am I going to hit the right button?"*)

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Example of Scaffolding a Performance Item

- Level 3 = provide additional information

- Level 2 = model correct response

- Level 1 = guide student through correct response

Scaffold:
Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat the request.
Level 2: Demonstrate the correct way to hold/turn the material. Give the material to the student and repeat the request.
Level 1: Assist the student as needed to manipulate the material appropriately, say *"This is how you use this."*

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Returning Student Materials

- Place the following materials in the white plastic envelope for each student labeled "For Return of CRT-ALTERNATE Test Materials"
  - CRT-Alternate Test Booklet
  - Completed Answer Booklet
  - Material Replacement Order Form (if necessary)
- Do not seal the envelopes
- Return envelopes to your System Test Coordinator by March 27

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Material Kits

- Please return Material Kits to your System Test Coordinator after testing for storage.

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Tips to make this a more positive experience:

- 20-30 minute testing sessions
- Practice with the materials by yourself or with colleague
- At this time, I myself, am not very positive about this test
- Communicate and be aware of crucial deadlines
- Clear, explicit, detailed instructions on HOW to give the test
- Get JUMP newsletter, keep yourself informed, ask lots of questions
- Give yourself time to prepare in advance—first week of the CRT-Alt test window is intended for preparation.
- http://opi.mt.gov/curriculum/MontCAS/

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Contact Information:

Assessment materials
Administrators:
Contact Your System Test Coordinator

System Test Coordinators:
For questions regarding materials, shipments and return procedures, contact Measured Progress:

Montana Service Center at (888)792-2741

Nancy Hebb, Montana Program Assistant
E-mail: hebb.nancy@measuredprogress.org

Tim Greenlaw
Phone: 1-800-431-8901 x2309
Fax: 1-866-283-2197
E-mail: greenlaw.timothy@measuredprogress.org

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Contact Information:

Administration procedures
For questions regarding the administration of the test activities,
contact the Montana Office of Public Instruction or Measured Progress:

Judy Snow   Tim Greenlaw
Phone: 1-406-444-3656   Phone: 1-800-431-8901 x2309
jsnow@state.mt.us   greenlaw.timothy@measuredprogress.org

Suggestions
For suggestions on how to adapt the test activities for your students:

Gail McGregor
Phone: 1-800-732-0323 or 1-406-243-2348
E-mail: mcgregor@ruralinstitute.umt.edu

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